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LIBRARY JOURNAL

JULY 1989

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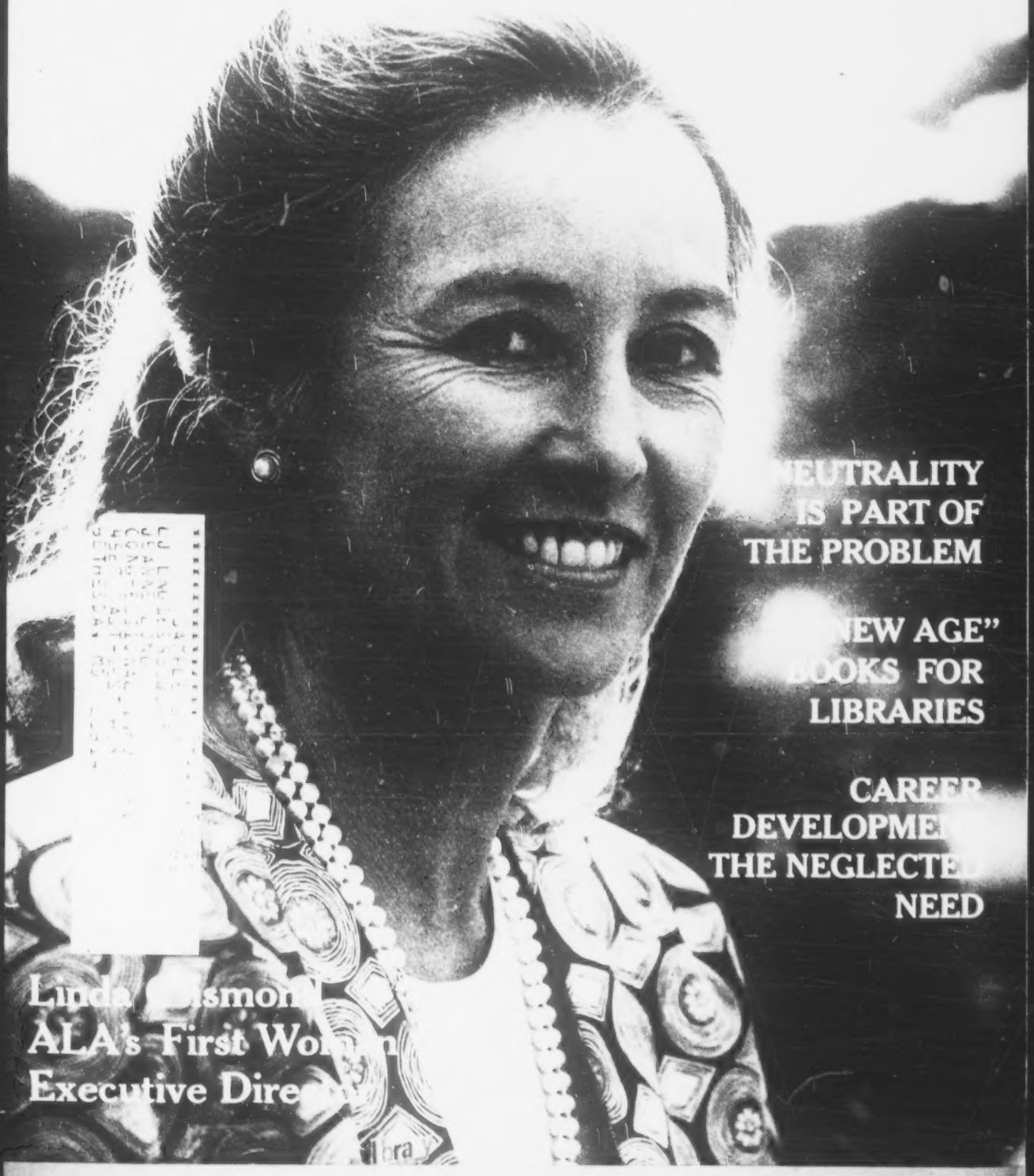

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VOL. 114 No. 12

LIBRARY

Newly appointed American Library Association Executive Director Linda F. Crismond. See our full story in News, page 14. Photograph © Helen Marcus 1989

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LIBRARY MARKET OUTLOOK

BY DEBORAH SELSKY

Record Book Output for 1988: Prices Stable (for Now)

The number of new book titles produced in the United States in 1988 surpassed the record level set in 1987, according to preliminary figures from the R.R. Bowker Company. An estimated 58,600 titles were produced last year, up 4.6 percent from 1987. About 86 percent of that number (or 55,500) are brand new titles; the rest are new editions. This is the third consecutive year of steady growth in book title output, and sets a new record.

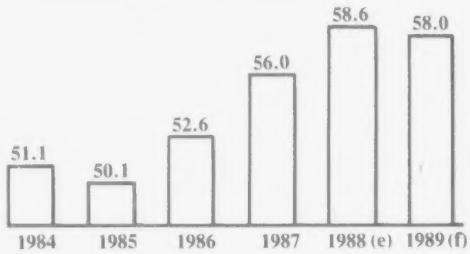
Of the 58,600 domestic titles produced in 1988, 63 percent appeared in hardcover, 30 percent as trade paperbacks, and seven percent as mass market paperbacks. Depending upon the subject, these percentages vary widely, e.g., nearly 40 percent of the fiction titles were mass market paperbacks.

While all categories enjoyed a healthy 1988, business and travel books had an outstanding year. For both of these categories, the preliminary totals for 1988, usually about 80 percent of the final number, were actually higher than the final total for 1987.

CHART BY CATHERINE FRANCIS

CHART A

American Book Title Production (in the thousands)



Source: R.R. Bowker Co.
Forecast: Cahners Economics

Subject leaders

Business, technical, and professional books have been among the best-selling categories; publishers' sales in those subject areas increased an average 7.6 percent per year over the past five years. Close to half of U.S. civilian occupations are now identified as technical or professional. The need to keep abreast of new information and developments is crucial to those who work in these fast-changing fields, a fact that undoubtedly accounts for the rise in sales.

While sales of business titles have been rising steadily over the past five years, title production has been up and down over the same period. The large increase in 1988 may be a result of a sudden effort to catch up with the increasing demand and need. Imported business titles showed a similar trend with the 1988 preliminary total (new books and new editions) outnumbering the 1987 total.

The large increase in both sales and number of books available in these subjects could mean a need to restructure library budgets to allow for more buying in these areas, and they certainly demand close attention. Distributors will also need to make sure their stock is keeping up with the demand.

About twice as many books in the areas labeled "sociology" and "economics" are produced in the United States than in other categories. It should be noted that these two subject areas are frequently used to list all books in the social sciences and therefore can be somewhat of a catch-all. Fiction is in second place, followed by juvenile, medical, and science book titles. These categories of books also represent the highest number of imported titles—more than one in five of all imports.

Imports on the rise

Preliminary figures for all imported titles also indicate a record year in 1988. These early indications are only 16 percent behind the 1987 final count.

"In these days of globalization, however, it is difficult to interpret these figures," says Martin Berke of Book Services International. Books published by multinational companies like Springer-Verlag could technically be called imports. Many titles developed abroad by branches of American companies and then sold in the United States may also count as imports. Berke notes, however, that pressure to import foreign-language titles, particularly in Korean and Vietnamese, is greater.

This increase reflects the growing diversity of the U.S. population that has brought a need for foreign-language books to areas that were previously exclusively English-speaking. Indications are that some mainline distributors are beginning to expand into non-English books ("Ingram to distribute Spanish-language titles," News, *LJ*, June 1, p. 41).

What's behind the increase?

Does the increase in books published mean libraries have an ever-widening universe from which to choose? According to Larry Price, Ingram Book Distributors, the increase may be a result of desktop publishing making it easier for small publishers to get into the business. Not only may there be more books to know, but more publishers.

Another factor may be the recent resurgence of the strength of independent book stores (see *New York Times*, June 12, 1989, p. D12). The long-lamented trend of publishers catering to the chain stores' appetite for books with strong commercial appeal may be reversing. Both larger trade houses and the smaller publishers may become more willing to publish titles for specialized audiences once considered too risky.

Deborah Selsky is an economist with Cahners Economics, which provides industry analyses and forecasting services for the markets its magazines serve

A paraprofessional "movement," people shortages, and technology exacerbate the issues

Career Development:

Defining the "Issues of the Nineties"

THERE IS A shortage of librarians. We hear more about it every day. Libraries need new resources and new ways to train the people that they have and/or can get, to develop their skills to meet and manage the proliferating technology. A new constituency of "paraprofessionals" is organizing to seek opportunity and to define its role in libraries. These are, in the view of many leaders, the issues of the Nineties.

The overarching issues surrounding professional development, continuing education (CE), and career ladders for both professional and other library staff have not been addressed adequately, in the opinion of *LJ*'s editors. They loom larger now because of the shortage of qualified people to fill existing positions. This is exacerbated by the schism, largely unhealed, between the "professional" and "nonprofessional" staff in libraries. The people most often on the frontlines in libraries are those who do not have the MLS (see Editorial, p. 4).

Library support of development opportunities for all staff at all levels will be the fundamental issue of the coming decade. To test the waters of librarian reaction to these important matters, *LJ* sent out a call for material on professional development and CE programs in libraries (News, *LJ*, April 1, p. 25). We were not at all sure what to expect. What came back was a small selection of telling responses.

We knew at the outset that we were most likely to hear from those library systems that are addressing the issue in a defined manner. We welcomed these responses from that hard core of libraries that always serve as models in an area where they have assumed leadership roles. Yet, considering the depth and breadth of our audience, we received a paltry few responses.

Despite our quantitative disappointment we decided to share our testing of the waters as a first step in stirring an honest, fieldwide confrontation with the range of career development issues. Our questions were straightforward: What does your library do for its staff in terms of professional development and continuing education? Do you pay for programs? How and on what budget? Do you produce them in-house? Do you offer released time or other compensation?

The replies covered a broad range; only a sampling of them appears below.

One librarian described professional development as a "hot topic," noting that many libraries in her state of Michigan included the topic in their policy manuals, spelling out "privileges and payouts." We were intrigued by the fact that compensation for Troy librarians at conferences does not include alcoholic beverages.

The Bowling Green State University Libraries policy for travel and research spells out a commitment that one half of the initial funding set aside for requests be reserved for untenured faculty.

Most of the policy descriptions we received include programs for paraprofessional and support staff as well as for librarians. One letter from a medical librarian eloquently describes the dilemma faced by librarians who are required to produce evidence of CE but whose institution does not support "any real commitment to providing opportunities for career development through continuing education activities for librarians."

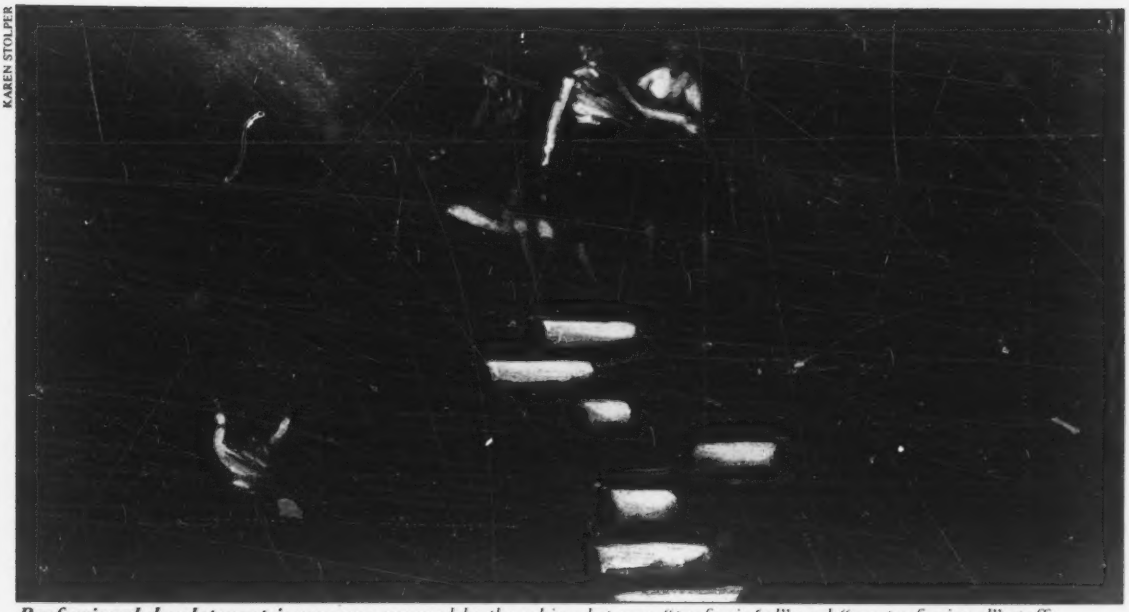
Staff Development in the Baltimore County Public Library

SUBMITTED BY KENNA FORSYTH

Services don't emerge full-blown; they evolve. That can be a slow process, and imperfections should be expected and tolerated along the way. In our early years we had a lot of one-shot, fragmented activities, meant to "train" or inform or inspire, but it wasn't until someone filled a staff development position and we had an earmarked budget that we realized we had the beginnings of a staff development program.

The beginnings of more formal training can be traced to the mid-1970s when BCPL adopted generalism as a concept. Librarians would no longer be age specialists; each librarian was expected to be able to provide services to all ages. Lots of retraining was

KAREN STOLPER



***Professional development issues** are worsened by the schism between "professional" and "nonprofessional" staff*

needed. Then in 1977 our first long-range plan included a goal "to improve staff training," with eight objectives dealing with separate areas needing attention. Branch managers and administrative office department heads were encouraged to address any of the Long Range Plan goals with plans of their own, and some of the training objectives were met.

I consider fall 1981 the real beginning of a concerned staff development effort in BCPL because that is when we did our first needs assessment. You know you've arrived when you do a needs assessment; that is the first step in seeing staff development as a process where all its activities are related, and all its parts are integrated and follow one another: needs assessment, setting goals and objectives, implementation, and evaluation.

We have conducted a needs assessment now every other year since 1981. We started with full-time librarians, but in 1983 included all full-time staff and in 1987 added part-time staff. The assessment is a two-part process, made up of interview sessions and then a questionnaire. First, with the assistance of members of the Staff Development Committee (now a permanent committee born out of the task force), I interview a sampling of staff from each grade level to determine their training needs. The participants are randomly chosen, though I fudge it a bit to ensure geographical distribution and to not repeat staff members from year to year.

The interview sessions result in the generation of training topics. This is accomplished by brainstorming and is followed by a voting process in which the group ranks its responses by urgency of need. (See *Continuing Education Needs Assessment: A Group Interview Technique*, published by ALA's CLENE Round Table, for more information on the needs assessment process.) After the two-hour sessions are complete (in 1987 there were 12), the highest responses are gathered into two questionnaires, one for the clerical staff and one for the librarians. Every staff member gets this survey and returns are tallied on microcomputer software. Results are compiled for each grade level and then overall for the clerical staff and the librarians.

This two-part process accomplishes a lot. The interview sessions are popular events. The participants enjoy talking with their colleagues, often for the first time (the discussions are allowed to wander away from strict brainstorming if the topic is hot and most of the group is interested), and are pleased to be contributing to a systemwide project. The survey that follows allows the whole staff to contribute; the topics to be voted on have validity because they were generated by fellow staff members.

Another benefit of this needs assessment process is that the whole staff becomes aware of training issues, especially those staff members who are interviewed. The latter amounts to about one-fifth of the staff each time and, since we have conducted four needs assessments since 1981, most of the staff have been involved in the interview sessions. More importantly, of course, we get useful information to help us design staff development activities for a two-year period. We refer back to the needs assessment so the staff knows there is a basis for the activities.

Of course, money is also helpful. Funds specifically allotted to staff development have increased from the 1983/84 budget of $5600 to this year's budget of $11,200. (Attending conferences—ALA, PLA, and the Maryland Library Association—are also staff development activities, but are supported out of different funds.) LSCA continuing education grants are available through the Division of Library Development and Services (Maryland State Department of Education). Those funds have increased over the same period from $4700 to $11,000.

The permanent Staff Development Committee that rose out of the 1981 task force completes this picture of the start-up of BCPL's more formal staff development program. That group geared up in the fall of 1982, armed with the results of the needs assessment and a roster of activities to meet those needs. Since that time the committee has proved invaluable, especially because it includes different levels of librarians and clerical staff. The charge to the committee includes: addressing staff development aspects of the long-range plans, monitoring the staff development process statement, conducting a biennial needs assessment, and designing and implementing various activities that address the needs.

These formal underpinings to BCPL's staff development efforts indicate a strong administrative commitment to training and the growth of staff potential.

Virginia Tech, Blacksburg

SUBMITTED BY IRENE GLENNON, HEAD, SCIENCE CATALOGING

The Newman Library at Virginia Polytechnic Institute and State University is a medium-sized academic library and a member of ARL. The library has 59 professional positions and 112 positions denoted to clerical and support staff.

Career development for the professional staff is viewed as a very important responsibility at Virginia Tech, largely because of faculty status for librarians. Librarians receive partial funding for professional travel from a faculty Travel Committee (50 percent of estimated cost) and release time to attend meetings, workshops, and seminars. Currently, there is a $1200 cap on expenditures per individual and this year seven librarians have exceeded that amount.

Librarians are also encouraged to pursue additional academic training and receive a tuition waiver and release time to take classes at the university. The library also periodically invites guest speakers to internal programs that are open to all professional staff. In addition to funding available through the Travel Committee, some funding for travel and continuing education is provided by a "job-required" fund to support specific job-related training needs. (For example, an *AACR2* workshop for a cataloger, or a management course for a supervisor).

Training for clerical and support staff is provided by the State of Virginia programs on management, employment procedures, clerical skills, etc. In addition to these programs, the Newman Library has recently begun to offer internal training to the Technical Services staff through a CE program.

Continuing Education in the South Central Region: Census of Library Staff and Staff Development Policies (Survey Results: 50 Libraries Responding)

CE Policies	Target Groups: Librarian	Para-Professional	Support/Clerical
A. *Tuition for:*			
1. Courses taken for credit	24	16	19
2. Courses taken for credit, but only if job related	27	17	24
3. Noncredit courses	17	10	14
4. Noncredit courses, but only if job related	29	20	26
5. Institutes, workshops, seminars, tutorials	43	28	36
6. Other (specify)	5	3	5
B. *Time off to attend:*			
7. Annual professional conferences	43	22	29
8. Professional meetings	46	24	31
9. Committee or task force meetings of professional associations	45	24	32
10. Classes	36	20	27
11. Workshops, institutes, seminars, tutorials	46	27	37
12. Other (specify)	7	6	7
C. *CE Requirements:*			
13. CE work is required for promotion	11	4	5
14. CE work is required for salary increase	3	2	3
D. *Expenses (travel and/or per diem paid to:*			
15. At least to professional conference annually	41	22	23
16. Professional meetings if participant in program or committee	43	24	30
17. Institutes	40	23	32
18. Workshops, seminars tutorials	46	26	37
19. Other (specify)	6	5	8
E. *Would you be interested in the following if they were available:*			
20. In-house lectures, seminars, conferences	35	22	30
21. Staff development or CE committee to participate in planning and governance of the opportunities provided	17	7	14
22. In-house planning by specific groups on CE	18	8	18
23. Other (please specify)	1	1	1

Source: South Central Research Library Council, Ithaca, N.Y.

Bowling Green State University Libraries, Ohio
SUBMITTED BY DENNIS EAST

The following policy (Faculty Travel, Release Time, and Research Fund Policy, for which we have submitted excerpts) provides a formal mechanism for the support of professional development and research activities of library faculty in three areas: travel funds for meetings and conferences; release time; and internal financial support for research.

Travel Funds

Each fiscal year, a pool of money will be set aside by the Dean to support library faculty travel to conferences and workshops.

Release Time

Any research or other professional development project which requires significant amounts of release time should be taken to the committee. "Significant" is here defined as involving more than fours hours per week on a continuing basis of time which would otherwise be spent in the conduct of ongoing, daily work-related duties.

Research Support

Each fiscal year, the Dean will set aside a pool of money for research support, half of which will be initially reserved for requests from untenured faculty. The Library Faculty Development Program Committee will review faculty proposals for use of these funds, and forward summary comments and recommendations to the Dean for final approval.*

(*Committee members will absent themselves from deliberations on their own proposals.)

[This policy approved by vote of the Library Faculty on August 24, 1987.]

Fairfax County Public Library, Va: Cross Cultural Training
SUBMITTED BY NANCY C. WOODALL, TRAINING COORDINATOR

For several years, the Fairfax County Public Library has recognized the need to make its staff aware of the cultural differences among its patrons.

From 1970–1980, according to 1980 census figures, of the 184,000 people added to the population of Northern Virginia, over one third were foreign-born. Furthermore, foreign-born persons (in 1980) comprised almost one of every 11 persons in Northern Virginia. This influx of educated and affluent immigrants from all over the world has had a significant impact on the public service delivered by library employees.

The library decided to apply for the H.W. Wilson Staff Development Award to do a series of workshops in cultural awareness that could be put to use on a day-to-day basis. The 1988 award was given to the Fairfax County Public Library in the amount of $2500, with the workshops planned for fall 1988. Training Coordinator Nancy Woodall presented a poster session on the proposed training at the New Orleans ALA conference.

Fairfax County Manpower Services presented five workshops in October and November 1988. The instructors were experienced cross-cultural trainers, having worked abroad in several resettlement camps as well as currently helping new immigrants to settle in Fairfax County. Before giving the workshops, they observed staff interaction with patrons in circulation and reference settings to further identify training needs.

Workshop participants were asked to evaluate the training immediately following its conclusion as well as three months later. The three-month evaluations were just as positive as the immediate ones, and enhanced the training experience by noting the ways the training proved helpful. The training coordinator will use their suggestions in formulating additional training for the rest of the public service staff. Cross-cultural training is now an important and necessary part of the library's annual training plan.

South Central Research Library Council, Ithaca, N.Y.
SUBMITTED BY JANET STEINER, EXECUTIVE DIRECTOR

The Research Library Council is a multitype library network serving 80 academic, corporate, public, and school libraries and library systems in upstate New York. We developed a blueprint for CE in our region in September 1987. Part of that plan called for gathering more information about the number and type of librarians that we serve, and what kind of staff development policies are in place at their institution.

Fifty libraries of all types and sizes responded to the census/staff development survey (see chart). The census was followed by a comprehensive continuing education needs assessment survey for professional staff, and a smaller version of this survey for library assistants and support staff. Some of their comments are quite enlightening! Here are some examples:

- I very much wanted to attend the Fall '87 Managing Student Workers, but it was held during the first week of the semester. This was not a good time for me to be away since I was in the midst of interviewing and assigning 22 students workers on that day.

- Being a clerk, I am welcome to any educational matter that comes my way!!

- There is no problem with what you offer but with the stigma of the title of support staff. Support staff, even though very valuable, do not get the encouragement or credit for being able to think and function as a professional person involved with the integral workings of a library. Perhaps this topic should be addressed in a combined workshop for support and professional staff members. This would not be necessarily continuing education in the true sense but that professionals be made aware of this problem.

The comprehensive continuing education needs assessment survey for professional librarians is copyrighted and is available for use by other library networks for $295.

Library assistants favored the offering of courses in stress management dealing with difficult people, and creative problem solving.

Las Vegas-Clark County, Nev.

Comprehensiveness is the quality that makes the revised educational benefits package of the Las Vegas-Clark County Library District exemplary. The educational background of employees ranges from high school diploma through the master's degree, and the educational benefits package offers financial support for educational endeavors to employees on all levels. The package consists of district funding for inservices and professional conferences, a tuition reimbursement plan for the non-degree-holding employees seeking to extend their job-related education, a stipend program for the paraprofessional seeking to move to the professional level, and a sabbatical program for the professional-level staff member interested in researching an area of librarianship and submitting a proposal for the findings to be developed into a district program.

Last year the Las Vegas-Clark County Library District hosted its first conference aimed at keeping employees abreast of new library technologies. Nationally recognized experts from five areas of library technologies presented information on the technology and its application in the library. The cost to participants was minimal and the district allowed employees to attend on company time. The event was open to all employees, allowing both the paraprofessional and the professional equal opportunity for benefiting from the program. The district plans to make this an annual event. Plans for next year's program are already underway.

The Las Vegas-Clark County Library District is a medium-sized system serving 305,250 patrons over a geographic area of 7,881 square miles with an annual budget of $7,762,616. It is a relatively new system whose first branch opened in 1965. The district has not allowed its youth or size to limit its ability to meet the library needs of its constituents with state-of-the-art technologies and highly trained employees. The revised educational benefits package meets the challenge of providing staff with the opportunity for financial support as they further their professional education.

Multnomah Cty. Lib., Portland, Oreg.

SUBMITTED BY MARY ANN WERSCH, HUMAN RESOURCES DIRECTOR

The Multnomah County Library serves the Portland, Oregon area's over 500,000 residents. Our budget is $12 million and we employ 302 FTE.

We allocate $60,000 annually from our operating budget for staff development. We offer opportunities to all our staff from library page to library director. Our current priorities for the expenditure of funds are:

- nationwide professional leadership and involvement;
- office automation and efficiency;
- supervision and job enhancement.

Because we have purchased PCs for all our departments and branches within the past two years, we have had a high priority on word processing and database management. By next fiscal year, we expect the priorities to change and skills building to replace office automation.

This fiscal year we expect that approximately one-third of our staff development budget will be expended for attendance at professional conferences; about one-third of our budget will be expended on PC training; one-quarter of our budget will be expended for outside workshops and seminars that are job related and approved by the supervisor. The remainder will be expended for inservice training, professional dues, and training materials.

We do have an extensive inservice training program. However, we are careful to use the resources of our own staff and outside speakers who will donate their time or reduce their fees for the library.

Riverside City/County PL, Calif.

SUBMITTED BY BARBARA L. KANDT, HUMAN RESOURCES LIBRARIAN

Riverside City/County Public Library is committed to providing training for its professional and support staff. The training takes several forms. Outside agencies, particularly Careertrak, offer a variety of seminars that a large number of our staff have attended. The City of Riverside regularly offers a supervisory training course lasting six weeks. Being a combined city/county system, staff can also take advantage of training offered by the County of Riverside. The majority of funds for training are regularly budgeted funds. Some gift funds have also been made available for training purposes.

Staff are encouraged to attend American Library Association and California Library Association conferences and most expenses are reimbursed.

In-house training ranges from staff meetings to all-system workshops. The most recent all-system training was on responding to ethnic diversity in Riverside County.

Currently, one employee is on extended leave attending graduate school full-time. I am currently pursuing a certification in personnel management. Although my time is not paid, my courses have been paid for through the library.

Whether it is new technology, storytelling skills or writing performance evaluations, training is available and our staff is encouraged to take part in the training.

Ward M. Canaday Center, Toledo, Ohio

SUBMITTED BY JOHN PHILLIPS, DAVID REIMAN, AND RICHARD ORAM, CARLSON LIBRARY, UNIVERSITY OF TOLEDO

The CE committee at Carlson Library is composed of three librarians elected by the library faculty for three-year terms. This committee coordinates workshops, seminars, and other programs for the library's 32 faculty and 46 support staff.

Beginning in 1986, a major boost was afforded the CE program, when the University of Toledo began a university-wide funding program for faculty development. In that year, over $15,000 was apportioned to the library as its share of the program. The CE committee was charged with organizing activities and overseeing disbursement of individual awards to faculty. The original grant has been renewed and increased in each succeeding year.

The committee has sponsored several lectures and workshops open to library faculty, support staff, and other interested parties on campus. Among the events are workshops on assertive librarianship—led by Janette Caputo, author of a recent book on that topic—team-building, and simple preservation techniques. In fall 1988, the program sponsored a colloquium on collection development; its proceedings will be published in a journal later this year. Other activities have included a librarywide "Blue Sky" session and two orientation days, during which faculty and support staff described current trends and activities in their departments for the benefit of other staff members. The CE committee is expected to play an important role in orientation and staff training for the NOTIS OPAC system now being implemented at Toledo.

A considerable portion of the university's faculty development funds have gone to support individual research and travel to conferences, workshops, and other events that assist in personal professional development. The committee has also approved special purchases of an IBM microcomputer and Macintosh desktop publishing software to assist in faculty computer taining.

Further information concerning the CE program at Carlson Library may be found in the January 1988 issue of *Journal of Academic Librarianship*.

Troy Public Library, Mich.

SUBMITTED BY SANDRA ARDEN, ASSISTANT LIBRARY DIRECTOR

The Troy Public Library encourages all staff to participate in any relevant workshops, courses, training seminars, and in-house or inservice programs. Tuition reimbursement at 50 percent of cost is paid for the City of Troy to full-time employees taking courses bearing upon their jobs. The only requirement is achieving a passing grade of C or better.

Inservice programs are usually geared to all staff interest. They are scheduled around the Friday of, or closest to, Veterans Day when we close the library. Workshops offered by our state association are attended by those staff persons involved in the topics—refer-ence issues, problem patrons, etc.

The annual Michigan Library Association Conference is well attended by most of the librarians on a daily basis, especially if the conference is fairly local. Several employees spend the entire week.

All workshops, all CE programs are paid for by the City of Troy or the Friends of the Troy Public Library, who allot a certain amount each year in their budget to finance this aspect of library donations. Payment includes mileage, meals up to a certain limit per day (no alcoholic beverages), room, and conference registration. This is for instate as well as out-of-state programs.

Time for part-time employees is paid computed on their hourly rate. Part-time employees may not exceed 40 hours of work in one week, so attendance at any workshops must be considered within those guidelines. Full-time classified employees are generally expected to include a workshop, etc., also within their 40-hour week. However, if requested in advance and permission is granted, overtime pay may be accrued at time-and-a-half. Exempt employees earn compensatory time and may work beyond the normal 40-hour work week.

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